DOCUMENT RESUME

ED 273 542 SO 017 477

AUTHOR Young, Brenda
TITLE Character/Citizenship Education: Pilot Study.
INSTITUTION Dade County Public Schools, Miami, FL. Div. of Elementary and Secondary Instruction.
PUB DATE Sep 83
NOTE 87p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Citizenship Education; Elementary Education; Ethical Instruction; Humanistic Education; Laws; *Learning Activities; Moral Development; *Moral Values; *Social Studies; Social Values; Values Education
IDENTIFIERS *Character Education Program; *Citizenship Education Program; Florida (Dade County)

ABSTRACT

To aid in the development of moral and ethical frames of reference necessary for citizenship in a democratic society, the booklet outlines 7 programs for K-6 students that present 19 concepts for affective education instruction in the areas of values, attitudes, and interests. Some of these include freedom, honesty, loyalty, responsibility, respect, and authority. Study of these concepts provides many opportunities for students to discuss abstract ethical issues, to observe individuals in law-related situations, to work with and evaluate laws and behaviors, and to pay particular attention to the consequences of those laws and behaviors. As components of the programs, character training and citizenship training complement each other to deal with ethics, morality, and values. Personal learning for this training is structured so children assimilate information and express their ideas. The seven programs are: Aware; Character Education; Education for Citizenship; Elementary Legal Framework; Jack and the Beanstalk; Law in a Free Society--Justice and Authority; and Developing Personal Values. Appendices include: an evaluation form with the survey results; objectives of each program; workshop agenda; list of program participants; a program comparison chart; and a 1986 program update. (TRS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PILOT STUDY

CHARACTER/CITIZENSHIP

EDUCATION

DADE COUNTY PUBLIC SCHOOLS

SEPTEMBER 1983

THE SCHOOL BOARD OF DADE COUNTY, FLORIDA

G. Holmes Braddock, Chairman
Mrs. Ethel Beckham, Vice-Chairman
Mr. Paul L. Cejas
Dr. Michael Krop
Ms. Janet R. McAliley
Mr. Robert Renick
Mr. William H. Turner

Dr. Leonard Britton
Superintendent of Schools

BUREAU OF EDUCATION

Paul W. Bell, Associate Superintendent

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

Angeline S. Welty, Assistant Superintendent

DIVISION OF ELEMENTARY AND SECONDARY INSTRUCTION

Richard O. White, Executive Director

DADE COUNTY PUBLIC SCHOOLS
Miami, Florida 33132

TABLE OF CONTENTS

	Page
INTRODUCTION	1
• Definition of Character/Citizenship Education	1
• Background	2
PROGRAMS	5
• Aware	7
• Character Education	9
• Educating for Citizenship	12
• Elementary Legal Framework (ELF)	14
• Jack and the Beanstalk	16
• Law in a Free Society--Justice and Authority	18
• Developing Personal Values	20
PILOT METHOD	22
• Selection of Materials	22
• Evaluation Design	22
• Selection of Schools	22
• Central Office Review	22
• Inservice	23
• Monitoring	23
• School Reaction	23
RECOMMENDATIONS	27
APPENDICES	31
A. Reaction Form with Consensus	31
B. Objectives	49
C. Workshop Agenda	59
D. List of Schools, Participants, Programs	67
E. Program Comparison Chart	75
F. Character/Citizenship Education Update	78

INTRODUCTION

Definition of Character/Citizenship Education

Originally the title of this program was Character Education. It was changed to Character/Citizenship Education for two reasons. The first was related to the desire for a broader approach to the topic and the second to the need to avoid confusing the program in the Dade County Public Schools with the program, titled Character Education, published by the American Institute for Character Education.

The purpose of character/citizenship education is to develop moral and ethical frames of reference necessary for citizenship in a democratic society. Instruction in the areas of values, attitudes, and interests is called affective education. Social studies (citizenship) education includes a number of concepts from the affective domain. Examples of these concepts are:

Freedom
Justice
Equality
Honesty
Objectivity
Empathy
Tolerance
Loyalty
Fairness
Responsibility
Individuality
Positive self-concept
Self-discipline
Acceptance of majority rule
Clarification of individual values
Commitment to individual values
Respect
Appreciation of diversity
Authority

Study of these concepts provides many opportunities for students to discuss abstract ethical issues, topics, and questions that increase in difficulty as they progress through the grades. Primary grades consider such concepts as fairness, honesty, and responsibility, while intermediate grades consider concepts of rights, responsibility, duty, tolerance, and authority. The studies also provide opportunities for students to observe individuals who act in law-related situations, and opportunities for students to role-play the parts of various individuals faced with ethical dilemmas. Students are further provided with the opportunity to work with rules and to evaluate laws and behaviors, and to pay particular attention to the consequences of those laws and behaviors.

Character training and citizenship training complement each other. "Character" denotes the qualities of a person, including self-discipline; "citizenship" denotes owing allegiance to a country, being protected by it, and enjoying freedoms and privileges offered by that country. A democracy functions in harmony when citizens possess individual and social responsibility and reflect accepted ethics and values. When we deal with laws, we are dealing with values. When we deal with the application of the laws, we are dealing with morality.

Experiences, feelings, beliefs, and attitudes are appropriate attributes for children to use in studying, interpreting, and improving their world. Personal learning in character/citizenship education is structured in such a way that children not only assimilate information but also express their ideas. The overall function of the program, then, is to make the study and interpretation possible that can improve the human condition.

BACKGROUND

During the 1978-79 school year, the American Institute for Character Education (AICE) was contracted by the Arthur Vining Davis Foundation to conduct a Character Education Program in the Dade County Public Schools in concert with the Superintendent's System Objectives, which dealt with a reemphasis on teaching values. Funds ($16,000) were provided by the Arthur Vining Davis Foundation to purchase materials, train teachers, and provide consultant services. Ten schools participated in the first pilot program, and approximately 60 teachers received training.

Included in the grant was the requirement that an independent evaluation be made of the program. The AICE contracted with individuals at Trinity University, San Antonio, Texas, to conduct this evaluation. Results reported by the evaluation team indicated that the program was beneficial and was responsible for positive changes in the attitudes and behavior of students. Success correlated highly with the emphasis placed upon the program by school administrators and subsequent implementation by the teachers.

In 1979-80, another grant of $16,000 was provided to the AICE by the Arthur Vining Davis Foundation to support the expansion of the Character Education Program. An additional 300 teachers from 42 schools were trained, making the program operational in 52 schools for the 1979-80 school year. During this time, support services, such as on-site visitations, staff development activities, and assistance in obtaining materials were provided by the Department of Student Development Services with assistance from the Dade-Monroe Teacher Education Center.

No outside funding was available the following year, and the central office did not have sufficient staff to monitor the program. Some schools continued to use the program, but use was decreased in others or the program was discontinued.

In August 1981, The Dade County Public Schools drafted Major Goals and Objectives, 1981-83. Goal 4 of this plan states: "Plan and implement a comprehensive program of citizenship and character education which includes concepts related to: respect for the rights of others, respect for the law, the need for government, and an orderly way of life." Of the 37 goals, four related directly to the need for safer schools. The Office of Safe Schools was established by the School Board in 1981 at the recommendation of the Superintendent for the purpose of creating programs and direct services which would contribute to a safe school environment. One of the Safe Schools objectives is to initiate and expand preventative programs, and Character/Citizenship Education is one of the programs intended to meet that objective.

Research findings in a two-year national study reported that law-related education can reduce juvenile delinquency and youth crime. The study was part of an evaluation of grants from the Office of Juvenile Justice and Delinquency Prevention of the U.S. Department of Justice. The study revealed that students in classes in which law-related education was properly implemented:

- decreased their acceptance of the use of violence to solve problems;
- decreased their dependence on maintaining relationships with others who engage in delinquency behavior;
- reported a decrease in the degrees to which they felt their parents viewed them in a negative manner.

Other findings were made available by the American Institute for Character Education with respect to the Dade County schools that had not discontinued the program. The AICE conducted a poll in Dade County in June 1983, showing that 85% of the 13 principals polled observed a decrease in discipline problems, and 84% of the 100 classroom teachers polled noted an improvement in student behavior in the classroom.

For the past several years, the School Board has expressed strong interest in having character education incorporated into the instructional program. In 1981, the Balanced Curriculum objectives in the area of social studies were revised to reflect character education concepts. In July, 1982 the School Board authorized $90,000 for an educational specialist, staff development, and instructional materials to conduct a pilot program in character/citizenship education. The 1983-84 budget includes continued School Board support for character education. An allocation of $87,815 was made to expand the program during the current school year.

An educational specialist was selected to coordinate the pilot procedure during the 1982-83 school year. Nineteen schools were randomly chosen, materials were ordered, and, with the assistance of the Dade-Monroe Teacher Education Center, inservice instruction was provided in the areas that required training. Seven character/citizenship education programs were identified. These programs were monitored closely, and teachers responded to informal interview questions as well as to a written evaluation form which dealt with the particular program in the pilot study they were evaluating.

The evaluation of the pilot study appears on the following pages. The seven programs are fully described, and recommendations are made for the acceptance of the four programs that are deemed to have the most suitable materials. Schools may select the programs that meet their needs.

PROGRAMS

AWARE

Authors:	Phyllis Eldo and Mark Cooper
Publisher:	Addison-Wesley Publishing Co.
Publication Date:	1977
Grade Level:	3-6
Material and Cost:	Teacher's handbook, $10.04
Subject Area:	Humanistic education, guidance

Overview

The lessons in this program consist of 72 discussion activities and 54 enrichment ideas. Students sit in a circle, and the teacher's role is that of discussion leader. The program needs a consistency of scheduling, 30 minutes twice a week. There are four goals represented in four units. The goals are:

1. to increase each child's ability to understand the thoughts and feelings of self and others.
2. to increase each child's ability to be more understanding and accepting of individual differences.
3. to improve each child's ability to solve interpersonal problems.
4. to increase each child's respect and concern for others.

Required or Suggested Time

It is suggested that the lessons be taught for a 30-minute period twice a week. If this requirement is met, a teacher will be able to use the lessons in the manual for the entire school year.

Intended User Characteristics

The Aware program is designed to be used in grades 3-6. The same manual is used for each grade level. There is no reading required so that the material is suitable for students of varying abilities, as well as those for whom English is the second language. The program encourages all students to participate in discussions.

Rationale and General Objectives

Aware is what the title implies: making students aware not only of their own thoughts and feelings, but aware of the thoughts and feelings of others, and especially aware of options available for solving problems in a mutually beneficial manner. Emphasis is placed on ethical choices and value formation.

Content

The content was designed to increase a student's ability not only to understand his own thoughts and feelings but those of others, as well as to increase his understanding and acceptance of individual differences. Students should gain from the content the ability to solve interpersonal problems as well as an increased respect and concern for others.

Teaching Procedures

The teacher's role is that of discussion leader. Discussion questions are listed in the manual along with one picture per lesson which can be shown to the class as a part of the lesson. Directions in the manual are explicit; there are no student materials.

Evaluative Comments and Suggestions

The lessons in Aware are intended to involve all students in active discussions. The program can be easily implemented in grades 3-6. Pupils gain a more positive attitude about themselves, as well as a better understanding of others.

CHARACTER EDUCATION

Developer:	Young Jay Mulkey
Publisher:	American Institute for Character Education
Publication Date:	1974-1981
Grade Level:	K-6
Material and Cost:	Teacher's handbook, discussion guidebook, posters, student activity sheets, evaluation sheets, $69.96 - $89.95 per kit, cost for seven kits for K-6, $509.65
Subject Area:	Humanistic education

Overview

Character Education lessons include discussion topics and student activities dealing with values, morals, and responsibilities. Students practice decision-making and problem-solving skills when dealing with topics such as honesty, truth, courage and conviction, justice and tolerance, freedom of choice, and equal opportunity. In addition to student and teacher material, The American Institute for Character Education offers a teacher-training program.

Required or Suggested Time

There are anywhere from 75 to 100 individual lessons, depending upon the grade level. This program was designed to be used throughout the year and to be integrated into the social studies and/or language arts areas. Lessons within a unit should be taught in sequential order; however, unit order may be selected out of sequence to meet objectives as the teacher wishes to fit units into a total class program. Suggested resources can be used to expand the program.

Intended User Characteristics

This set of materials can be used effectively by students of varying abilities in grades K-6. There is very little reading required so that all students can participate. A teacher-training program is provided; however, complete teaching instructions are provided so that the materials are easy to use. All materials in the kindergarten kit are presented in both English and Spanish. For grades 1-3 only the stories, but no other materials, are available in Spanish.

Rationale and General Objectives

The American Institute for Character Education is a nonprofit educational institution dedicated to one basic objective: "to help teachers influence children and youth to understand themselves and to determine their own attitudes, goals, and habits of life." AICE follows the long-establishd American tradition that character education must be a primary educational objective. Emphasis is placed on ethical reasoning and value formation. Students practice discussing and arriving at individual ethical choices, with emphasis on both individual and social responsibility.

Content

The kindergarten kit offers the following:

1. A carefully organized developmental sequence of activities
2. Wise use of questions to aid children in discussions and analysis
3. Visual aids geared to children
4. Language appropriate for small children
5. Specific evaluation suggestions
6. Development of picture reading and storytelling skills
7. Exchange of ideas through group discussions
8. Development of positive self-images
9. Language development emphasizing speaking skills and vocabulary building

All materials in the kindergarten kit are presented in both English and Spanish. The concepts of honesty, generosity, kindness, helpfulness and fairness are developed in each of the six books on animal stories and in the accompanying filmstrips. There are story wheels (sets of pictures), six flip books, and songs to accompany the discussion lessons.

Kits for levels A-F (grades 1-6) contain the following:

1. A teacher's guide for sequential, objective-based lessons presented in step-by-step format.
2. Posters - These are 17" x 22" colorful visuals to complement and reinforce lessons in the teacher's guide. The illustrations also provide stimulus for a multitude of "spin off" activities, such as role-playing, creative writing, arts and crafts projects, brainstorming and picture study.
3. Activity sheets - A variety of illustrations and forms are provided to be used hand-in-hand with the teacher's guide.

4. Evaluation Instruments - Sets of testing items are available for the teachers to use in administering objective-based evaluation for each unit in the curriculum.

5. Teacher's Handbook - The handbook has suggestions for implementing the curriculum.

Teaching Procedures

Teaching procedures are listed in precise steps. Discussion is a necessary element of this program. Other teaching strategies used are role-playing, writing, arts and crafts projects, brainstorming and picture study.

Evaluation Comments and Suggestions

These materials, available in the form of kits, have been field tested. They are attractive in form and content. Character Education can be easily implemented in grades K-6. The lessons serve to undergird the learning experiences of the child. Moreover, this actually gives the teacher more useable time in the classroom as discipline problems hopefully decrease and pupils develop more positive attitudes toward the classroom situation and more confidence in themselves.

EDUCATING FOR CITIZENSHIP

Developers:	Constitutional Rights Foundation, Law Related Education Program for the Schools for Maryland and National and Street Law Institute
Publisher:	Aspen Systems Corp.
Publication Date:	1982
Grade Level:	K–4
Material and Cost:	5 teacher's guides, paperbound, 124 to 174 pp, $25.95 each or $124.95 for set
Subject Area:	Citizenship education, legal education

Overview

Educating for Citizenship is designed to offer structured experiences that prepare primary-age students to exercise the rights and responsibilities of citizenship and to make responsible choices. The materials can fit within the existing elementary curricula in social studies and language arts. Each of the teacher's guides includes structured experiences and student worksheets focusing on three aspects of citizenship: responsibility, choices, and governance.

Required or Suggested Time

Although the activities in the program have been sequenced, they can be used in different order and adapted to meet classroom objectives. Each of the five teacher's guides contains three units comprised of from five to seven learning experiences. Time suggested for these learning experiences ranges from one to ten class sessions. Suggested resources can be used to expand the program. Teacher consideration should be given to the student interest level and background knowledge of the students in making decisions regarding the time needed to devote to the activities.

Intended User Characteristics

Educating for Citizenship is designed to be used with students in grades K–4. The reading level is on grade level so that a second grade program would be on second grade reading level. However, some material may need adjustment if the teacher decides to present an activity at the beginning of the school year that was developed for the end of the school year. Teachers need no special training to be successful with this program, as very explicit teaching instructions are provided.

Rationale and General Objectives

The developers of these materials believe that preparing students for the rights and responsibilities of citizenship has historically been a foremost concern of schools. Primary-level students can deal with the three aspects of citizenship--responsibility, choices, and governance.

Examples of citizenship competencies include developing a personal sense of helping, cooperating, and participating; actively listening to what another person thinks, feels, and intends; recognizing that there are other points of view; and beginning to understand the need for rules and laws and the democratic process of making and changing rules and laws in the group life of the classroom.

Content

At each grade level the program has three units, focusing on responsibility, choices, and governance. For example, the unit in grade one on responsibility focuses on individual and group responsibility within the school neighborhood. The importance of cooperation and caring in group activities is stressed. The unit in grade two on choices covers these themes: "People have needs and feelings in the neighborhood and community," and "People need to know ways of working out conflict in the neighborhood and community." The unit in grade four on governance examines the mechanisms that each state uses to fulfill its role in meeting needs and solving problems. The purpose and effects of laws and how people and interest groups help make these laws are among the topics covered.

Teaching Procedures

A wide range of teaching strategies is included in this action-oriented curriculum. Among them are communication activities (listening, writing, speaking, reporting), group activities (planning, fact-finding, interviewing), storytelling, role-playing, brainstorming, mapping and graphing, art projects, puppet shows, and dramatizations. The procedure for each classroom experience is explained in detail and master copies are provided so that worksheets may be duplicated.

Evaluative Comments and Suggestions

These flexible curriculum materials can be easily implemented in primary classrooms. They have been field tested in Maryland classrooms and then revised in order to make them as useable as possible.[1]

---

[1]Data Book of Social Studies Materials and Resources, Vol. 8, Social Science Education Consortium, Inc., ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colorado, 1983, pp. 29-32.

ELEMENTARY LEGAL FRAMEWORK (ELF)

Developers:	Dr. Elaine Liftin and Mr. Ronald F. Cold
Publisher:	Dade County Public Schools
Publication Date:	1981
Grade Level:	K-6
Material and Cost:	Teacher's manual, no cost to Dade County teachers, $2.00 outside of Dade County
Subject Area:	Law-related education, citizenship education

Overview

The Elementary Legal Framework (ELF) Project is a comprehensive law-related education project designed to foster student understanding about basic concepts in the law. It is funded through a Florida Department of Education minigrant for law education. Fifteen lessons at each grade level focus upon these basic legal concepts:

1. Understand the need for rules and authority.
2. Understand the rights and responsibilities of people as they conduct their daily lives in interaction with others.
3. Understand the individual's responsibility to promote safety and prevent crime.
4. Understand the function of individuals who make, administer, and enforce the law.
5. Understand the process through which conflict may be resolved.

Teachers learn to use media, periodicals, law-related strategies and community resources in inservice workshops.

Required or Suggested Time

The prescribed unit activities are cross-referenced with basic skill objectives for social studies as well as other disciplines. Therefore, ELF lessons can be easily integrated, and the content area of law can be used to complement and reinforce students' attainment of basic skills. There are 15 lessons per grade level--three lessons for each of the five main concepts. Each lesson can be completed in one or two class sessions. Some preplanning time is required on the part of the teacher for arranging with community resource persons.

Intended User Characteristics

The ELF program can be used efficiently by students of varying abilities in grades K-6. Teacher workshops are available to further expand awareness of the need for incorporating legal instruction into the social studies curriculum and to further develop instructional skills using ELF materials to implement this law education program.

Rationale and General Objectives

ELF is designed to foster student understandings about basic concepts in the law, and to enable students to function more effectively as responsible members in our democratic society.

Content

At each grade level the ELF manual provides three lessons for each of the following concepts:

1. The need for rules and authority
2. Rights and their corresponding responsibilities: due process
3. Safety awareness: crime prevention
4. Career awareness: law-related careers
5. Conflict resolution: process for change

Lessons include activities such as brainstorming, discussions, problem-solving using role-playing and debating, writing, and some games at the lower grade levels.

Teaching Procedures

In each lesson plan, there is a motivating activity, the lesson description, and a follow-up activity. The teacher guides students in solving problems, discussions, role-playing, and debating, and directs mock trials and other similar activities.

Evaluative Comments and Suggestions

ELF lessons are worthwhile and can be implemented in grades K-6. ELF lessons facilitate the acquisition of law-related information for students in these grades.

JACK AND THE BEANSTALK

Author:	Joanne Greenberg
Publisher:	West Publishing Company
Publication Date:	1981
Grade Level:	3-6
Material and Cost:	Text, hardbound, 48 pp, $5.75 (quantity discounts available); teacher's guide, softbound, 15 pp, $1.00
Subject Area:	Legal education

Overview

This program is based on the familiar fairy tale, Jack and the Beanstalk. Students read and discuss the story, answer questions in writing, and participate in small-group activities. The culminating activity is a mock trial of Jack on theft charges. In the process, students develop some understanding of how fairness and honesty form the basis of our legal system and examine their own attitudes towards fairness.

Required or Suggested Time

The teacher's guide suggests that the unit can be completed in approximately four class periods plus one period for evaluation. If the periods are 30 minutes or less, however, more time may be required.

Intended User Characteristics

The program is designed for use in social studies classes in grades 3-6. The reading level (grade 3 according to the Fry graph) and high interest of the material should make it appropriate for students of all ability levels.

Rationale and General Objectives

Jack and the Beanstalk is designed to provide students with an opportunity to apply reading skills and practical decision making, and to be introduced to basic principles of our legal system "while looking at a familiar story in a new way." The developers hope to "motivate students to think critically, view situations from various perspectives, and form conclusions."

Content

The unit centers around the traditional story of Jack and the Beanstalk with one major plot change: the giant is not killed at the end of the story. The teacher asks questions such as whether Jack acted fairly in trading the cow for the beans, asking the giant's wife to feed and hide him, stealing from the giant, and going back up the beanstalk when his mother did not want him to do so.

Teaching Procedures

The story is divided into four sections or lessons. For each section, the teacher's guide provides objectives, vocabulary, background information on the legal concepts developed, teaching procedures, and suggestions for expanding the lesson. The material is read and discussed by the group, and then students write answers to questions which are in the student text, and which deal with recall, interpretation, and analysis. The student text also describes a small-group activity for each section. After the final section of the story, students try Jack for theft, determining what punishment he should be given. The teacher's guide provides directions for conducting the trial.

Evaluative Comments and Suggestions

West's Jack and the Beanstalk provides teachers with a model for using children's fairy tales to develop law-related concepts. It also provides a model for examining values in other classics of children's literature.[2]

---

[2]Data Book of Social Studies Materials and Resources, Vol. 7, Social Science Education Consortium, Inc., ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colorado, 1982, pp. 33-34.

LAW IN A FREE SOCIETY--JUSTICE AND AUTHORITY

Director:	Charles N. Quigley
Publisher:	Law in a Free Society
Publication Date:	1979-1982
Grade Level:	K-6
Material and Cost:	6 kits per concept, each including filmstrips, cassettes, 30 student books and a teacher's guide, $110.00 to $155.00 per kit
Subject Area:	Civics, legal education, political science

Overview

The Law in a Free Society materials focus upon eight concepts--justice, authority, privacy, responsibility, diversity, freedom, property, and participation. ("Justice" and "authority" were the only units used in the Dade County pilot program.) Individual multimedia instructional units are designed for grades K-1, 2-3, 4-5, and 5-6. All of the concepts "progress sequentially in scope and treatment, as well as in terms of the skills taught and the contexts for student inquiry provided." In addition to the student materials, Law in a Free Society offers a teacher-training program and consultant services.

Required or Suggested Time

The program is designed for integration into the elementary social studies program. Recommended teaching time ranges from two weeks for lower-level units to five weeks for other units. Lessons need to be taught in order since concepts and skills are developed sequentially.

Intended User Characteristics

This set of materials can be used effectively by students of varying abilities in grades K-6. Reading level of the student books is on the high side. However, because the filmstrip presentations make up the heart of the program, no student should be unduly disadvantaged. Teachers in upper grades can use units designed for younger children. It is important for teachers to read through the materials carefully prior to using them. A teacher-training program is available for those with little experience or background in legal education.

Rationale and General Objectives

The developers of these materials believe that constitutional democracy is dependent upon an enlightened and responsible body of citizens, and it is "the responsibility of the public schools ... to maintain an environment in which there is respect for the dignity of human beings, legitimate authority, a rule of law including due process of law, equal opportunities for students to grow and develop, and open inquiry and debate." Besides promoting this type of environment, the materials are intended to develop in students

"(1) an increased understanding of the legal, political and educational institutions of our constitutional democracy and the fundamental values, processes, and principles upon which they were founded; (2) the skills necessary to function as effective and responsible citizens in a free society under a rule of law; and (3) an understanding of and willingness to use democratic processes and procedures when participating in the making of decisions and management of conflict."

Content

The materials are based upon eight concepts, two of which were used in the pilot study--Justice and Authority. The Justice materials have been designed to assist students in deciding what would be fair or just in a given situation. The curriculum is organized into questions of distributive, corrective, and procedural justice. Students examine the fairness of (1) the distribution of various benefits and burdens in society, (2) various responses to wrongs and injuries, and (3) typical means used to gather information and/or make decisions. The Authority materials have organizing questions for students to consider such as: "What is authority?" "How can we use authority?" "What are some of the considerations useful in selecting people to fill positions of authority?" "What are some considerations useful in evaluating rules?" "What might be some common benefits and costs of authority?" "What should be the scope and limits of authority?"

Teaching Procedures

The materials incorporate a variety of teaching procedures, including directed discussion, role-playing, debating, skillbuilding exercises, and audiovisual presentations. The teacher's guide for each level provides a rationale, objectives, and step-by-step procedures for conducting each lesson.

Evaluative Comments and Suggestions

The Justice and Authority materials are provocative and interesting. Although many of the filmstrips are humorous, they are not frivolous. The developers related concepts to the "real world." [3]

---

[3] Data Book of Social Studies Materials and Resources, Vol. 7, Social Science Education Consortium, Inc., ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colorado, 1982, pp. 35-36.

DEVELOPING PERSONAL VALUES

Publisher:	Learning Tree Filmstrips
Publication Date:	1981
Grade Level:	K-6
Material and Cost:	Boxed filmstrips with cassettes, small 3-4 page leaflet as teacher's guide, $66.00-$72.00 per kit
Subject Area:	Humanistic education, guidance

Overview

Developing Personal Values Series singles out close to twenty different aspects of the students' personality. The titles of lessons in the primary grades are:

Being Kind
Being Courteous - Being Considerate
Being Good - Being Bad
Being Responsible
Being a Good School Citizen

and the titles of lessons in the intermediate grades are:

Understanding Prejudice
Developing Courage, Thrift, Generosity, and Loyalty
Developing Dependability, Perspective, Respect and Modesty
Developing Cooperation, Sharing, Determination, and Resourcefulness.

Required or Suggested Time

Each kit has four filmstrips and four cassettes. An individual lesson, using one filmstrip and one cassette, is designed for one class period. The five titles for the primary grades, then, consist of 20 lessons or 20 class periods, and the four titles for the intermediate grades consist of 16 lessons or 16 class periods.

Intended User Characteristics

The developers assume that the student is basically well-adjusted and wants to become a responsible and independent individual. Developing Personal Values Series can be used for grades K-6. The filmstrips for the intermediate grades show children from various ethnic groups interacting with each other in positive ways and helping each other solve problems.

Rationale and General Objectives

Developing Personal Values filmstrips demonstrate how desirable personality traits can be integrated into a wholesome, well-adjusted attitude toward life. In each filmstrip, the viewer will see both positive and negative aspects of the topic under examination. The filmstrips provide practical, concrete and appropriate suggestions as to how these positive values can be cultivated.

Content

Each filmstrip has two functions. First, it encourages the positive expression of some personality trait, and points out the likely drawbacks to its negative expression. Second, it provides practical, concrete and appropriate suggestions as to how these values can be cultivated.

Teaching Procedures

The teacher guides include an overview, objectives, purpose, methods, summary, and evaluative activities. Filmstrips are shown followed by a teacher-guided discussion.

Evaluative Comments and Suggestions

These materials use a multi-ethnic approach, and are easy to use. Excellent color photographs of real people capture youngsters' interests. The content acts as a springboard for discussion.

PILOT METHOD

Selection of Materials

Materials selected are described in detail in the previous section, entitled Programs, in this report. Consideration was given to readability, attractiveness, durability, content, and suitability for students of differing abilities. Materials were carefully selected to include a variety of approaches and also to fit the existing social studies instructional objectives, K-6, so that the inclusion of character/citizenship education would not result in an "add-on" to the elementary school instructional program.

Evaluation Design

The evaluation design used was not a formal one. As the programs were being monitored, various concerns and successes related to the participation of the teachers in the programs were reported and noted, as well as any observable attitudinal or behavioral changes in students exposed to the programs. A teacher reaction survey was used as an informal evaluation instrument, which required written responses on a Likert scale with six response options indicating to what degree teachers approved or disapproved of an item under consideration. Average scores were charted on the "Reaction Form with Consensus" (see Appendix A). Teachers of grades two and five were asked to respond to this written form, and 28 of 33 teachers polled responded, a response of 84.8%.

Selection of Schools

Nineteen schools were randomly selected to participate in the pilot program. Socio-economic characteristics were a primary consideration in identifying schools so that each program was piloted in three schools including one low, one average, and one high socio-economic school setting. Each identified school indicated a willingness to participate in the pilot program. The grade configuration for one of the selected schools was K-4. For this reason it was paired with a middle school in its feeder pattern.

Central Office Review

Background information for the materials chosen was obtained from several sources including the Data Book of Social Studies Materials and Resources published by the Social Science Education Consortium, Inc., ERIC Clearinghouse for Social Studies/Social Science Education, catalogs, and conversations with the developers and coordinators of the programs. A readability assessment was made on all programs that included reading materials. Matrices were prepared to determine the extent to which the selected materials corresponded with the Dade County social studies objectives (see Appendix B, Objectives).

All filmstrips and cassettes were previewed to determine clarity and content. One program was found to be lacking in directions for the teacher. To correct this, a set of teaching materials was designed as a supplement.

Inservice

Three programs required inservice, i.e., Character Education, ELF, and Law in a Free Society. Consultants were contracted for two of the programs, and inservice was held on March 17 and 18 for Character Education and March 30 and 31 for Law in a Free Society. Inservice for ELF under the auspices of the LEGAL project was held on March 21 and March 28. The Dade-Monroe Teacher Education Center assisted in procedures necessary for the teachers to obtain Master Plan Points and for the instructors to receive feedback concerning the quality of their instruction. Also, short presentations were made to teachers using programs that did not require inservice so that they would have a thorough understanding of the materials (see Appendix C, Workshop Agenda).

Monitoring

Monitoring was conducted in close coordination with assistant principals at the 19 pilot schools. Requests were made to observe teachers using the materials. Teachers volunteered to be observed and requested demonstration lessons so that they could better understand the programs. With few exceptions, all of the 85 teachers using the seven programs were interviewed for immediate feedback and their input was useful in designing the written evaluation instrument, as well as in solving immediate problems related to the particular program they were piloting.

School Reaction

Whether the program being used was liked or disliked by the teacher or administrator, the most common comment received by all involved was that some kind of character/citizenship program was needed. For the most part, school reaction toward the program being piloted was favorable (see Appendix D, List of Schools, Participants, Programs).

* Aware

Reaction to the Aware program included statements from teachers indicating that children reminded them not to forget to teach the Aware lessons. One teacher related that he had never done anything of this sort and he liked the program because it gave him a chance to show his humanness. Another teacher told of a student who admitted to the class why he was silly and the teacher thought the Aware program helped her students understand themselves. One teacher initially resisted, saying that a counselor should teach this subject matter, that her class was too large for discussions, and that it would be difficult to arrange the room for this type of lesson. After teaching her class a second lesson, under observation, she expressed a great deal of enthusiasm for the program. Another group of students that had only had two lessons was asked to tell anything at all that it would like to tell about the program. One youngster replied that his class had a better time in physical education because there was less conflict and that his classmates were more friendly.

A teacher disliked the structured topics in Aware and said her students were more receptive to "Circle Time," a program which she had devised and had used consistently during the year to discuss topics chosen by the class.

- Character Education

A common comment from teachers using the Character Education program was that it was easy to use. One teacher reported that her students liked the program because they thought it wasn't "work." She hoped her school would continue Character Education. A kindergarten teacher felt that the story characters with names such as Tommy Turtle and Sammy Shark appealed to her youngsters. A teacher whose class had just come from physical education was aware that one student was very upset about an incident that had just occurred. During the Character Education lesson the class discussed the concept of fairness. The class and teacher then turned their attention to the hurt feelings of the student, and with little prompting on the part of the teacher, the class reacted with great sensitivity to the feelings of this classmate who had earned their wrath on the physical education field a few minutes prior to the lesson. One teacher felt that Character Education was too structured and not creative. Another teacher's only complaint was that she needed more pencil and paper activities so that grades could be given.

- Educating for Citizenship

Teachers using Educating for Citizenship were very positive about the worksheets. The lessons observed in second grade indicated that the students' active involvement in the lessons would hold their attention for close to an hour.

- ELF

Teachers and principals reacted favorably toward the ELF program and found that the lessons easily fit into the curriculum objectives for social studies. One teacher felt the lessons could best be taught by creative teachers. Another felt that she would use the lessons more regularly if less time were required to prepare them. Teachers liked the materials distributed and discussed at the workshop.

- Jack and the Beanstalk

Administrators and teachers liked the idea of using a children's literature selection, Jack and the Beanstalk, for students to become familiar with our justice system. Teachers and students found the lessons appealing and the mock trial exciting. Teachers felt this material could be used as a model for other children's literature selections.

* Law in a Free Society--Justice and Authority

Units from Law in a Free Society used and completed by teachers resulted in "spin-off" government elections for all third graders at one school. Teachers were enthusiastic about the Law in a Free Society material, reporting that "it turned kids on." Representatives from each of the third grade classes gave campaign speeches about the Raise Bill. All students had to register before voting. Most students in all schools using the program felt that the cartoonlike filmstrips were the best part of the program. One kindergarten teacher, using Law in a Free Society material, had a combined class of 80 students. These five-year-old students shared the 30 booklets, read the material in unison, and acted in several different role-playing situations. (Aides and other teachers assisted in this successful lesson.) Intermediate-level teachers were not as enthusiastic about this program as primary-level teachers, and several reported that the vocabulary and concepts were too difficult for their students.

* Developing Personal Values

Intermediate-level teachers liked the concepts presented in the Personal Value Series by Learning Tree because they could fit them into Human Growth and Development units. Students and teachers enjoyed the video presentations using real people. Primary-level teachers reported that the make-believe characters and concepts in some of the filmstrips confused students. Many teachers using the program were disappointed with the quality of the sound on the tapes.

RECOMMENDATIONS

Consideration was given to many factors, including teacher reaction, readability, how well the programs corresponded with Dade County's Balanced Curriculum, cost effectiveness, observations of teachers using the programs, etc., before a final decision was made to recommend the most appropriate materials for use in Character/Citizenship Education.

Based upon the above criteria, the programs recommended to supplement the social studies instructional program are:

AWARE

Addison Wesley Publishing Company

CHARACTER EDUCATION

American Institute for Character Education

EDUCATING FOR CITIZENSHIP

Aspen Systems Corporation

ELEMENTARY LEGAL FRAMEWORK (ELF)

Dade County Public Schools

Since Aware and Educating for Citizenship do not extend to all grade levels, it is recommended that they be paired. Educating for Citizenship is suitable for grades K-4 and Aware for grades 5 and 6. Aware and Character Education deal more with the affective domain emphasizing interests, attitudes, and values. Educating for Citizenship and ELF deal more with the cognitive domain emphasizing citizenship and legal education. Strengths and weaknesses of all the programs are included in the appendices (see Appendix A, Reaction Form with Consensus).

Some programs which were eliminated do have potential uses. Law in a Free Society is recommended for use with talented students. Jack and the Beanstalk, which was judged not to be a comprehensive program, is recommended for use as supplementary material. Also, the teacher's manual may serve as a resource for teachers in conducting mock trials based on the story content of children's literature.

The criteria applied in determining a rank order of the seven programs under consideration included:

- **Cost Effectiveness.** The total cost, teacher and student, of the program for a class of 30 students (see Appendix E).

- **Correlation with Balanced Curriculum.** A correlation of the program's objectives with those of the social studies objectives incorporated in the Balanced Curriculum at each grade level (see Appendix B).

- **Teacher/Administrator Reaction.** The greatest weight was placed upon this criterion. Feedback was received from teachers and school administrators by means of the Reaction Form (see Appendix A) and interviews.

- **Readability.** Teacher recommendation and a readability assessment for each program containing reading material.

- **Student Mastery of Concepts.** Teachers providing instruction and observations by administrators and an educational specialist determined how well students grasped the concepts of the programs.

- **Scope and Interdisciplinary Approach.** The determination of the comprehensiveness of the program and how well it might be integrated with areas of the curriculum other than social studies.

- **Balanced Approach: Cognitive and Affective Domains.** The premise here is that a program with a balanced approach is more effective than one which is entirely cognitive or affective in approach.

SUMMARY CHART:
MAJOR ITEMS USED
IN SELECTION PROCESS

Ranking Scale:
1= Most favorable
7= Least favorable

Name of Program	Cost Effectiveness	Correlation with Balanced Curriculum	Teacher/ Administrator Reaction*	Readability	Student Mastery of Concepts	Scope and Interdisciplinary Approach	Balanced Approach: Cognitive and Affective Domains	Numerical Average	Average Overall Ranking
Aware	2	3	1	1	1	3	3	1.875	1
Character Education	5	1	2	2	2	1	1	2.0	2
Educating for Citizenship	3	4	3	6	5	5	2	3.875	4
ELF	1	5	4	4	4	2	6	3.75	3
Jack and the Beanstalk	7	7	6	3	3	4	5	5.125	5
Law in a Free Society	6	6	4	7	6	6	4	5.375	6
Developing Personal Values Learning Tree	4	2	7	5	7	7	7	5.75	7

*Double Weighted--It was felt that the judgment of the teachers and administrators carried the greatest weight.

APPENDIX A

REACTION FORM WITH CONSENSUS

NOTE: The figures in the columns of charts 2, 3, and 4, shown in this appendix, are on a scale of 0 to 6. Each column in the charts must be read with the appropriate question in the Character/Citizenship Education Pilot Programs Evaluation, starting on page 33, to be properly interpreted for meaning.

CHARACTER/CITIZENSHIP EDUCATION
PILOT PROGRAMS
EVALUATION

Name of evaluator_____

Name of program_____

Grade level taught: 2 or 5

Cost of material_____

Approximate number of lessons completed

Minutes per week allotted for program:
___5-30 min. ___30-45 min. ___45-60 min. ___Over 60 min.

Lessons were taught: ___Once a week ___2-3 times a week ___4-5 times a week
___Other (Please explain)_____

Directions: Circle the most appropriate answer, or circle the number on the scale that most nearly represents your opinion.

PRODUCT CHARACTERISTICS

1. What do you consider the most appropriate length of time for use of the whole set of materials?
(Estimate if not finished.)

less than 9 weeks 9 weeks 18 weeks 27 weeks whole year

2. How would you rate the durability of the materials?

0 1 2 3 4 5 6
Inadequate Adequate More Than Adequate

3. To what extent does the material require the replacement of specific parts (ditto paper, posters, worksheets, etc.)?

0 1 2 3 4 5 6
No extent Some extent Great extent

4. Were the format and presentation of the teacher's and/or student's material difficult to use?

0 1 2 3 4 5 6
Not at all To a moderate degree To a great degree

5. Was the product attractive and appealing in regard to color, spacing and/or clarity of presentation?

0 1 2 3 4 5 6
Not at all — To a moderate degree — To a great degree

6. How would you categorize the number of teacher materials you received?

0 1 2 3 4 5 6
Minimal — Adequate — Detailed

7. In your opinion, was teacher training needed in order to implement the program?

0 1 2 3 4 5 6
Not at all — To a moderate degree — To a great degree

CONTENT

1. To what extent is a multi-ethnic approach integrated in the student materials?

0 1 2 3 4 5 6
Not at all — To a moderate extent — To a great extent

2. Does this material have a broad enough scope?

0 1 2 3 4 5 6
Not at all — To a moderate extent — To a great extent

3. Can the material be used in an interdisciplinary approach?

0 1 2 3 4 5 6
Not at all — To a moderate extent — To a great extent

4. To what extent are the objectives of this material complementary to Dade County's Balanced Curriculum Instructional Objectives in social studies?

0 1 2 3 4 5 6
Not at all — To a moderate extent — To a great extent

5. To what extent do the student materials and suggestions in the teacher's guide include cognitive learning processes which focus development on the following:

a. Observing or perceiving?

0 1 2 3 4 5 6
No emphasis — Moderate emphasis — Much emphasis

b. Listening?

0 1 2 3 4 5 6
No emphasis — Moderate emphasis — Much emphasis

c. Discussing?

0 1 2 3 4 5 6
No emphasis Moderate emphasis Much emphasis

d. Defining and expanding the meaning of key terms or concepts?

0 1 2 3 4 5 6
No emphasis Moderate emphasis Much emphasis

e. Reading?

0 1 2 3 4 5 6
No emphasis Moderate emphasis Much emphasis

f. Writing?

0 1 2 3 4 5 6
No emphasis Moderate emphasis Much emphasis

g. Comparing and contrasting for the purpose of noting similarities and differences?

0 1 2 3 4 5 6
No emphasis Moderate emphasis Much emphasis

h. Thinking out problems?

0 1 2 3 4 5 6
No emphasis Moderate emphasis Much emphasis

6. Learning concerned with a closer look at one's attitudes, value clarification, empathizing, or any behavior which causes a student to be willing to perform as a responsible person both inside and outside the classroom (social participation) is part of the affective domain. To what extent do the student materials or suggestions in the teacher's guide encourage students to explore, clarify, and act:

a. On their own values?

0 1 2 3 4 5 6
Not at all Moderate emphasis Much emphasis

b. On values held by others?

0 1 2 3 4 5 6
Not at all Moderate emphasis Much emphasis

c. On the presentation of alternative and conflicting points of view?

0 1 2 3 4 5 6
Not at all Moderate emphasis Much emphasis

7. Is the material presented in a lively and interesting way?

0 1 2 3 4 5 6
Not at all To a moderate extent To a great extent

COST

Is the material the best available in terms of both educational and financial value?

Yes No Unsure

SUITABILITY FOR NEEDS OF SCHOOL

1. Considering the grade level for which this program is primarily intended, how relevant do you think this program would be in meeting the needs of the following kinds of students in your school?

   a. Slow students ?

   0 1 2 3 4 5 6
   Unsuitable — Suitable to a moderate extent — Very suitable

   b. Average students ?

   0 1 2 3 4 5 6
   Unsuitable — Suitable to a moderate extent — Very suitable

   c. Gifted students ?

   0 1 2 3 4 5 6
   Unsuitable — Suitable to a moderate extent — Very suitable

   d. Other students (Explain) ? _____

   0 1 2 3 4 5 6

2. To what extent is this material geared to the interests of the students who used it?

   0 1 2 3 4 5 6
   No extent — Some extent — Great extent

3. To what extent is the language used understandable to students using the material?

   0 1 2 3 4 5 6
   No extent — Some extent — Great extent

4. To what extent is this material designed for students with reading deficiencies?

   0 1 2 3 4 5 6
   No extent — Some extent — Great extent

5. To what extent did the students understand the concepts presented in the material?

0	1	2	3	4	5	6
No extent			Some extent			Great extent

6. To what extent would you recommend that this material be used?

0	1	2	3	4	5	6
No extent			Some extent			Great extent

7. In an overall evaluation, this material ranks

Poor Fair Good Excellent

Optional:

Your personal comments on the following items would be beneficial in the final evaluation and would be appreciated: program strengths and weaknesses, whether it bothered you not to be able to give grades, what type of teacher you think would be most effective in using these materials, whether or not the filmstrips were too fast paced, if you would like to expand this program in your school, and if there were any observable desirable outcomes in terms of behavior and attitude on the part of the students.

Please return the evaluation form in the envelope provided. Thank you.

Comments:

SURVEY RESULTS FOR
PILOT PROGRAMS EVALUATION
CHART 1

RESPONDENTS AND TIME

Name of Program	Percent of Evaluators Responding	Total Minutes Per Week	Time Per Week
Aware	100%	45	3
Character Education	100%	30 primary 50 intermediate	3
Educating for Citizenship	100%	45	3 - 4
ELF	83%	30 primary 45 intermediate	Once a week primary 2 - 3 times intermediate
Jack and the Beanstalk	66%	60	2 - 3
Law in a Free Society	66%	60	3 - 4
Developing Personal Values Learning Tree	83%	30 primary 45 intermediate	1 - 2

INTERPRETATION AND COMMENTS: RESPONDENTS AND TIME

Respondents

All the information on the result sheets (charts) reflects a consensus or an average opinion as rated by the teachers doing the evaluations on written forms (see Appendix A, Character/Citizenship Education Pilot Programs Evaluation). Eighty-five per cent of the teachers polled responded.

Time: Total Minutes Per Week

The recommended time for each lesson was a minimum of 30 minutes. The lessons observed were usually 30 minutes to an hour in length. Some of the figures for the Total Minutes Per Week on the chart, therefore, seem somewhat low. It is possible that teachers construed minutes per week to be minutes per lesson, but if Total Minutes Per Week are divided by Times Per Week, some of those lessons would be very short.

SURVEY RESULTS FOR
PILOT PROGRAM EVALUATION
CHART 2

PRODUCT CHARACTERISTICS (Scale = 0 - 6)*

Name of Program	Time Usage for whole set of materials	Durability	Replacement Parts	Difficulty in using teacher and student material	Product attractiveness and appeal	Adequacy of teacher material	Teacher training needed
Aware	24 weeks	3.3	1.6	NA	1.6	4.2	2
Character Education	whole year	4.3	2	1.1	4.6	4.8	3
Educating for Citizenship	14 weeks	3.3	5	1.0	5.0	4	1.0
ELF	18 weeks	2.7	3	1.6	2.6	3.2	3
Jack and the Beanstalk	9 weeks or less	4.5	2	.5	5.5	2	0
Law in a Free Society	9 weeks or less	3.7	1.7	2.2	4.5	4	2.5
Developing Personal Values Learning Tree	9 weeks or more	2.8	2	1	3.6	1.2	.6

* Read the figures on this chart in conjunction with the questions in the Character/Citizenship Education Pilot Programs Evaluation on pages 33 and 34 of this report. Please note that on a scale of 0 to 6, 6 is, on some occasions, interpreted as high or favorable, and on other occasions, interpreted as undesirable. It is necessary to read each column in context with the appropriate question to make an accurate determination.

INTERPRETATION AND COMMENTS: PRODUCT CHARACTERISTICS

(The columns in Chart 2 and the numbers of the following items correspond to the numbers of the questions in the evaluation instrument--Character/Citizenship Pilot Programs Evaluation.)

1. Character Education was the only program the evaluators considered as a whole-year program. Aware, Educating for Citizenship, and ELF were programs gauged as approximately half a year in duration.

2. Jack and the Beanstalk, which consists of a hardback text and a softbound teacher's manual, was rated as having the most durable of the materials, with Character Education, a boxed kit of posters, teacher's manual, and evaluation sheets, closely following. ELF and Aware may have been underrated because they each contain teacher materials and no student materials. Least durable in the rating was the Personal Values Series, a set of filmstrips. Teachers were observed having difficulty with tapes jamming.

3. Educating for Citizenship was rated "to a great extent" in regard to replacement parts. This is because there are many duplicating requirements. Duplicating paper and use of copy machines were limited and/or restricted in two of the three schools piloting the program. The other programs were rated as needing little in the way of replacement parts.

4. There was not a significant amount of difficulty in the use of teacher materials nor in any of the student materials that were available.

5. Rated high in regard to attractiveness and appeal were Jack and the Beanstalk and Educating for Citizenship, closely followed by Character Education and Law in a Free Society. Aware and ELF received low ratings because these programs contain only teacher's materials.

6. Rated high in regard to adequacy of teacher materials was Character Education, with Aware next. Developing Personal Values was rated low because there was just a 4 to 5 page leaflet for teachers accompanying the material. This was a major complaint by most of the teachers interviewed who were using this set of materials.

7. Need for teacher training was indicated to a moderate extent for two of the programs. The two indicated, ELF and Character Education, did have teacher training provided before the initiation of the programs as pilots. Teacher training was indicated at 2.5 on a scale of 0-6 for Law in a Free Society; however, training was provided for this program.

SURVEY RESULTS FOR
PILOT PROGRAM EVALUATION
CHART 3

(Scale 0-6)

CONTENT

	(Cognitive Domain)												(Affective domain)			
Name of Program	1. Multi-ethnic approach	2. Scope	3. Inter-disciplinary	4. Dade Co. Balanced Curricu-lum	5.a. Observing	5.b. Listening	5.c. Discussing	5.d. Meaning: key terms, concepts	5.e. Reading	5.f. Writing	5.g. Contrasting and comparing	5.h. Thinking out our problems	6.a. Their own values	6.b. Values held by others	6.c. Con-flicting points of view	7. Material is lively
Aware	4	3.8	4	1.3	4.6	4.6	5.6	4.0	1.3	2.6	5.6	6.0	5	5.3	5.6	4.3
Character Education	4.8	4.6	4.6	4.3	4.8	5.6	5.8	4	3.1	3.6	4.8	5.5	6	5.8	5.3	5.5
Educating for Citizenship	3.3	3.6	3.5	4	5.3	5.6	6	4	5	4	4.6	5.5	4.3	4.3	5	4.6
ELF	3.8	3.8	4.4	3.2	3.4	4.2	4	4.6	3.2	3.4	3.6	4	3.2	3	3.2	4.5
Jack and the Beanstalk	1	3	4.5	2.5	3.5	3.7	5.5	3.5	4	4.5	4.5	4.5	3	3	3.5	4
Law in a Free Society	4	3.2	3.2	4.2	4	4.5	5.2	4.7	3.7	2.7	4.2	5.5	3.7	3.7	3.7	4
Developing Personal Values Learning Tree	4.2	2.6	3	2.8	2.4	2.8	3.2	2.8	2	2	3	3.2	3.2	3.2	2.8	3.4

INTERPRETATION AND COMMENTS: CONTENT

1. Jack and the Beanstalk rated low on the question relating to multi-ethnic approach. This was because it is a fairy tale story. All other materials were rated above average.

2. An average to above average score was given in broadness of scope in all of the programs except Developing Personal Values. Since Jack and the Beanstalk is a program consisting of only a recommended five lessons, it should be considered more limited in scope than the teachers' rating.

3. The response indicated that the teachers thought all of the programs could be used in an interdisciplinary approach at least to a moderate extent or more.

4. Rated highest in meeting objectives complementary to the Dade County objectives for social studies was Character Education. Aware met an average of 9.3 objectives per grade level, and for that reason, the low rating is questionable. Jack and the Beanstalk's low rating was probably because of its narrow scope, and the mark for Developing Personal Values was probably based on one kit of four lessons only instead of the whole series.

5. Cognitive learning, i.e., observing, listening, discussing, expanding the meanings of concepts, reading, writing, comparing and contrasting, and thinking out problems, was rated to a moderate extent, to a great extent, or somewhere in-between with only a few exceptions for all of the programs. Aware had low emphasis on reading and writing as did Developing Personal Values. These two programs use discussion mainly; however, the teachers rated discussion in Developing Personal Values "to a moderate degree," perhaps because the teacher's guide was lacking in direction and discussion questions. Character Education was rated "to a moderate degree" in reading and writing as were ELF and Law in a Free Society. In the cognitive learning area Developing Personal Values was rated the lowest. Interviews with teachers, mostly at the primary level, indicated that the concepts as presented to their students were confusing.

6. Character Education was rated as having a great deal of emphasis in the affective domain, dealing with students' own values, others' values, and conflicting points of view. Aware and Educating for Citizenship were rated as having better than moderate emphasis, with the other programs rated as having moderate emphasis.

7. Again, Character Education scored highest in "material presented in a lively and interesting way." Other materials were rated above average.

SURVEY RESULTS FOR
PILOT PROGRAM EVALUATION
CHART 4

(Scale 0-6)

COST AND SUITABILITY FOR NEEDS OF SCHOOL

Name of Program	Cost	1.a. Slow students	1.b. Average students	1.c. Gifted students	1.d. Other	2. Geared to interests	3. Language understandable	4. Designed for students with reading deficiency	5. Concepts understood	6. Recommend this material	7. Overall evaluation
Aware	Unsure	4.6	5	4	NG* except 5 for shy	5.3	5.3	5	6	5.6	66% Excellent 34% Good
Character Education	66% Yes 34% Unsure	4.6	5.8	5.8	NG* except 6 can participate with language barriers	5.1	5.0	3.6	5.1	5	66% Excellent 34% Good
Educating for Citizenship	Unsure	3.3	4.6	5.6	NG	4.3	5.0	2.3	3	4.3	66% Good 34% Fair
ELF	Unsure	3	3	4	NG	3	3.6	3.4	3.4	3	66% Good 34% Fair
Jack and the Beanstalk	50% No 50% Unsure	4	4	2.5	NG	3	5.5	3.5	5	2	50% Good 50% Fair
Law in a Free Society	50% Yes 25% Unsure 25% No	2.7	3	4	NG	3.5	3.7	2.5	3	3.2	25% Excellent 25% Good 50% Fair
Developing Personal Values Learning Tree	40% Unsure 40% No 20% Yes	3.2	3.4	3	NG	3.2	3.4	3	3.4	2.5	40% Good 20% Fair 40% Poor

* NG - Response Not Given

COST

In the cost analysis many teachers marked "unsure" because they did not know of other materials that were available. The most positive support as far as the cost factor went was for the program Character Education. The most negative was for Jack and the Beanstalk.

SUITABILITY FOR NEEDS OF SCHOOLS

1a. Rated high for slow students were Aware, Character Education and Jack and the Beanstalk, and rated poor for the same group of students were Educating for Citizenship and Law in a Free Society.

1b. For average students all programs were rated suitable to a moderate extent, or above, with Character Education and Aware receiving the highest scores.

1c. For gifted students, all programs were rated above average except Developing Personal Values and Jack and the Beanstalk. Jack and the Beanstalk was written on a third-grade level (used in grades 5 and 6), and the low reading level was perhaps the basis for this judgment.

1d. Most teachers did not respond to the question about suitability for other students. The two who did indicated a high score for Aware for the shy student and a high score for Character Education for those with a language barrier.

2. The respondents felt that all of the programs were geared to the interests of their students to some extent. Those rated highest were Aware and Character Education.

3. Language was understandable in all of the programs to some extent or greater.

4. Rated highest for students with reading deficiencies was Aware. Other programs were rated "to some extent" with the exception of Law in a Free Society and Educating for Citizenship. Readabilities indicate that the former is above grade level and the latter is on grade level. It is surprising that Character Education did not receive a higher rating because there is very little reading involved.

5. Receiving a high rating for "concepts understood" were Aware, Character Education, and Jack and the Beanstalk. Other programs were rated satisfactory.

6. Receiving high recommendations for further use were Aware and Character Education, closely followed by Educating for Citizenship. ELF and Law in a Free Society were recommended to some extent, with lower ratings given to Developing Personal Values and Jack and the Beanstalk.

7. In the overall evaluation, Aware and Character Education received the most favorable results, with mixed results for the other programs. The most unfavorable evaluation was for Developing Personal Values, which was the only program receiving a "poor" score.

STRENGTHS AND WEAKNESSES OF PROGRAMS IN THE PILOT STUDY

In the descriptions that follow, strengths and weaknesses of the programs are based on classroom observations as well as teacher input from the written evaluation forms.

Strengths: Aware

Aware was well received by students and teachers alike. Teachers reported in informal interviews that students requested and even begged for Aware lessons. Positive behavior changes occurred almost immediately. The program requires no reading and encourages wide participation, even from students who normally do not contribute to classroom discussions. Teachers found the program easy to use, and felt that it helped students develop positive self-concepts.

Weaknesses: Aware

Aware is designed for grades 3-6, and since the same manual is used in each of these grades, students may find it repetitious, if used for four consecutive years. Also, third graders did not enter into discussions as freely and as openly as did the other grade levels.

Strengths: Character Education

Character Education has been used in the Dade County Schools since 1978. It was expanded in 1980-81 to include 52 schools, and many teachers have received training to implement the program. Therefore, it already had a core of teachers who could teach it. Teachers who have used the program generally are positive about it and support its use. It was rated high by the evaluators in this pilot, and they found the materials easy to use. The program was rated highest in the content presented in the affective domain -- students' own values, values of others, conflicting points of view, etc. The program focuses on developing a better self-concept, and emphasis is placed on discussion of consequences of behavior.

Weaknesses: Character Education

Character Education is best implemented after inservice training. Training may not be necessary but, as presented by the American Institute for Character Education, it was highly motivational. There were a few minor complaints from less than ten percent of the teachers using the material in the pilot. Teachers felt it should be used schoolwide, rather than in a selected few rooms, to be truly effective.

Strengths: Educating for Citizenship

Educating for Citizenship was rated high in content presented in the cognitive learning area -- observing, listening, discussing, reading, writing, and thinking out problems. The product was also rated high for attractiveness and appeal. The program involves students in action-oriented projects and problem-solving activities. It focuses on the expanding horizons approach with themes of the individual, family, community, and state, which is the same approach used in Dade County's Balanced Curriculum Objectives for social studies.

Weaknesses: Educating for Citizenship

The major drawback as seen by teachers and administrators was that it required duplicating materials; however, as noted above, this was the part of the program that was rated high for attractiveness and appeal. Educating for Citizenship is limited to grades K-4. It was not rated high for being suitable for slow students.

Strengths: ELF

ELF was rated above average in its interdisciplinary approach. Objectives for other disciplines as well as social studies are given in the teacher's manual. Also rated above average were presentation of material in a lively manner and meanings of key terms and concepts. ELF is cost effective and offers support services through the offices of the LEGAL/ELF Projects during the entire year. It is a law-related program and its use enhances students' knowledge for LEGAL courses which are offered at the junior and senior high levels. ELF is also compatible with other programs considered.

Weaknesses: ELF

For the most part, ELF received average ratings with no outstanding weaknesses. However, there are only 15 lessons per grade level, and some of those lessons necessitate the gathering of materials and contact with resource people, which require time and organization on the part of the teacher. Although the lessons were thought to be worthwhile, the teachers were more concerned with their own economy of time and what they felt was its best use in student instruction.

> NOTE: To make ELF easier to use, additional student and teacher materials will become available during the 1983-84 school year.

Strengths: Jack and the Beanstalk

Jack and the Beanstalk received its highest mark for product attractiveness and appeal. No one felt that teacher training was necessary. The evaluators also indicated that the concepts and the language used were easily understood. The hardback text employed in the program was rated as very durable. Cognitive skills of reading, writing, comparing and contrasting, and thinking out problems were required.

Weaknesses: Jack and the Beanstalk

Jack and the Beanstalk is a short series of lessons and is not a complete program. The teacher's manual is lacking in specifics of how to conduct a mock trial, and it was found that only teachers who had had some courtroom experience, such as jury duty, were able to conduct the mock court trial of Jack effectively. Jack and the Beanstalk was rated the lowest in "would recommend this material." It was also not highly recommended for talented students.

Strengths: Law in a Free Society

Law in a Free Society's most attractive aspect was the lively filmstrips with cartoon characters. The filmstrips were light and entertaining and held the attention of students. A problem situation, such as a city without laws, was presented in the filmstrips, provoking a high degree of discussion and thinking out of problems, and these cognitive skills were highly rated by the teachers.

Weaknesses: Law in a Free Society

Teachers either strongly liked this program or strongly disliked it. For the most part, primary teachers liked it and intermediate teachers disliked it. Teachers who disliked it felt that it was too hard and therefore not suitable for slow students. There was a felt need to preview the filmstrips before showing them, and many teachers indicated that they showed the same filmstrip to their children several times.

Strengths: Developing Personal Values— Learning Tree

Developing Personal Values was rated highest for its multi-ethnic approach and the fact that it does not require teacher training.

Weaknesses: Developing Personal Values—Learning Tree

The audio portion of this program had product defects. The sound quality was poor, and tapes tended to get jammed in the machine. The automatic signal had been omitted from one series, and others were mislabeled. These factors, combined with an inadequate teacher's guide, difficulty with concepts as presented, and low opinions in the area of benefits of cognitive learning areas covered, resulted in its unfavorable rating by the teachers.

APPENDIX B

OBJECTIVES

BALANCED CURRICULUM

SOCIAL STUDIES INSTRUCTIONAL OBJECTIVES

AWARE

UNIT TOPICS	3	4	5	6
GETTING ACQUAINTED	5,14	10	9 14 21	15
RECOGNIZING AND UNDERSTANDING FEELINGS	3 4 7	19 22	4	4
UNDERSTANDING AND ACCEPTING INDIVIDUAL DIFFERENCES	3,4 5,6 7,13	17 22 23	3 4 17	3 4 15
DEVELOPING SOCIAL LIVING BEHAVIORS	5,6 7,12 13,14 23	12,19 20,22 23,24 35	6,9 11,16 26,27	9 10 13 14 18

BALANCED CURRICULUM
SOCIAL STUDIES INSTRUCTIONAL OBJECTIVES

CHARACTER EDUCATION

UNIT TOPICS	K	1	2	3	4	5	6
Courage and Convictions			(6)	* 4	* 20	* 6, 8, 9, 17, 26	* 3, 9
Generosity, Kindness, and Helpfulness	* 6, 12, 15	* 9, 21	* 4, 15	* 5	* 12, 19, 22	* 26	* 18
Honesty and Truthfulness	* 7	* 23	* 15	* 5	* 22	* 26	* 18
Honor	(18)	(23)	(17)		* 22	* 6, 26	* 18
Justice and Tolerance	* 3, 4, 13, 14	* 6, 14, 15, 17 18	* 4	* 6, 14	* 10, 22	* 4, 9, 11, 12, 13, 14, 21, 26	* 11, 12, 13, 14, 15, 17
Use of Time and Talents	(2)		* 5	* 11	* 12, 23	* 8, 17	* 23, 26
Freedom of Choice		* 12, 16, 17	* 14	* 7	* 19, 34	* 10, 11 17	* 9, 10, 13, 14, 19
Freedom of Speech, Citizenship	(1), (13), (14), (18)	* 6, 15, 17	* 14, 17	* 7, 8, 14	* 11, 19, 34	* 6, 10, 11, 16, 17	* 11, 12 14
Right to Be an Individual	(3), (4), (5), (6), (11)	* 3, 5, 6, 8, 13, 16	* 5, 6, 7, 13	* 3, 7	* 19, 34	* 10, 11 26	* 14, 25
Right to Equal Opportunity, Economic Security	(11)	* 1, 28, 30	* 18	* 6, 17, 20, 21 24	* 22, 23, 29, 30, 31, 32, 33	* 8, 10, 17, 27	* 6, 10, 21, 22

* It is recommended that topic be taught at this level.

( ) topic taught but not needed at this level

BALANCED CURRICULUM

SOCIAL STUDIES INSTRUCTIONAL OBJECTIVES

EDUCATING FOR CITIZENSHIP

UNIT CONCEPTS	K	1	2	3	4
RESPONSIBILITY	11,12 15	5,6 9,21 22	1,2 5,7	3,4 10	10 19 22
CHOICES	3,4 5,16	14	6,10 13,14	5,6 12,13	10 12,21
GOVERNANCE	13,14 15	14,15 16,23	8,11 12,13 15	5,8 9,12 13,14	10,12 21

BALANCED CURRICULUM

SOCIAL STUDIES INSTRUCTIONAL OBJECTIVES

ELEMENTARY LEGAL FRAMEWORK (ELF)

UNIT TOPICS	K	1	2	3	4	5	6
Need for Rules and Authority	13, 14, 16	14, 15, 16, 17	8, 11	5, 7, 10, 14	10, 33	1, 5, 9, 14, 21	3, 5, 9, 10, 11, 12, 13, 15
Rights and Responsi-bilities	13, 14, 15, 16	2, 9, 15, 17, 18, 21	8, 11, 13	5	18, 33, 34	1, 9, 10, 17, 21	6, 9, 14
Promote Safety and Prevent Crime	17	14, 15 16, 19 20	4, 8, 11, 13	5, 7, 8, 9, 10, 14	10	13, 21	6, 9, 10, 24
Administra - tion and Enforcement of Laws	13, 14 15, 16	14, 15, 16, 17	4, 8, 10, 11	5, 7, 8, 9, 10, 14	10, 33	6, 13, 14, 17, 21	6, 9, 15, 24
Resolving Conflict	3, 4, 5, 6, 10, 13	14, 15 16	10, 11, 13	5, 9, 10, 12, 13	10, 19, 35	8, 13, 21	6, 9, 10, 11, 12, 13, 24

BALANCED CURRICULUM

SOCIAL STUDIES INSTRUCTIONAL OBJECTIVES

JACK AND THE BEANSTALK

4	5	6
10, 19, 22, 35	11, 16, 26	15, 18

*Objectives are for the entire program for grades 4-6.

BALANCED CURRICULUM

SOCIAL STUDIES INSTRUCTIONAL OBJECTIVES

LAW IN A FREE SOCIETY

	K	1	2	3	4	5	6
Authority I (K-1)	6,13 14	14,15 16,17					
Authority II (2-3)			8,11 13	5,13 14,23			
Authority III (4-5)					10,22 34 35	9 11 12 13 21 26 27	
Justice I (K-1)	13 16	15 16 18					
Justice II (2-3)			11,13	5,12 14			
Justice III (4-5)					19 34 35	6 11 16 26	
Justice IV (5-6)						6,10 11 16 17	15 16

BALANCED CURRICULUM

SOCIAL STUDIES INSTRUCTIONAL OBJECTIVES

DEVELOPING PERSONAL VALUES

FILMSTRIP TOPICS	K	1	2	3	4	5	6
Being Courteous, Being Considerate	12, 13	17,18 .23	2,8 11,13 15	5 23	19,22 34,35		
Being Good, Being Bad	2,3 16	13	23	5,12 13,23	19,20 22,34 35		
Being Responsible	11,12 15,16	5,9 21,22	2,5	5 23	19,22 23,35		
Being a Good School Citizen	6,12 13,14 15,16	15,16 17,18 21,22	5,11 13,15	5,14 23	10,19 22,34 35		
Being Kind	4,12 15,16	5,16	6,15	5	19 22		
Understanding Prejudice				3,4 5,6 13	17,19 22,23 34,35	3,4 18,16	4,17
Developing Courage, Thrift, Generosity, and Loyalty				5,7 17,18 19	19,20 22,29 34,35	6,8 10,11 12,13 14,15 16,24 26,27	11,14 15,18 19,23
Developing Cooperation, Sharing, Determination, and Resourcefulness				5 23	10,12 19 22,23 35	23 26 27	9,13 14,16 18
Developing Dependability, Perspective, Respect, and Modesty				5,6 14,15 23	10,12 19,22 23,25	11,23 26 27	3,14,15 16,18

APPENDIX C

WORKSHOP AGENDA

CHARACTER EDUCATION WORKSHOP—KENDALE ELEMENTARY

March 17, 1983	Grades K-3	
Maria Lemas	K	Olinda Elementary
Beth Mungenast	1	Olinda Elementary
Bobbie Haxton	2	Olinda Elementary
Susie Braddy	3	Olinda Elementary
Pamela Dernis	K	Kensington Park Elementary
Marcia Giro	1	Kensington Park Elementary
Mercedes Yabor	2	Kensington Park Elementary
Gwendolyn Dunlap	3	Kensington Park Elementary
Althea Hughes	K	Kendale Elementary
Elizabeth Johnson	1	Kendale Elementary
Sheila Zemmel	2	Kendale Elementary
Marilyn Barnett	3	Kendale Elementary
Erma Riegel	Achievement Lab	Bel-Aire Elementary

March 18, 1983	Grades 4-6	
Cullen Felder	4	Kensington Park Elementary
Myra Lefkowitz	5	Kensington Park Elementary
Marilyn Duclos	6	Kengington Park Elementary
Mary Reeves	4	Olinda Elementary
Hesterine Rolle	5	Olinda Elementary
Cynthia Booker	6	Olinda Elementary
Marianne Macaluso	4	Kendale Elementary
Nila Withee	5	Kendale Elementary
Dolores Potter	6	Kendale Elementary

Dr. Young Jay Mulkey, American Institute for Character Education
San Antonio, Texas

Brenda Young, Coordinator
Character/Citizenship Education
Lindsey Hopkins

Donna W. Lozar, Principal
Kendale Elementary

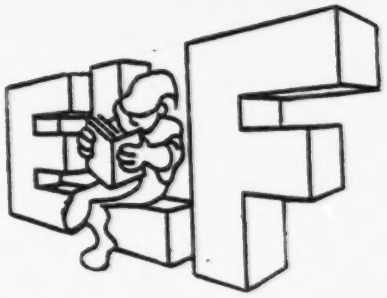
Eddie C. Redding, Assistant Principal
Kendale Elementary

Presenter: Dr. Young Jay Mulkey

I. Introduction and Background

II. Simulation Exercises: Developing Self-Concept and Group Awareness

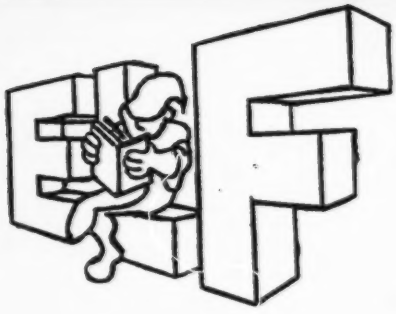
III. Use of Materials



ELEMENTARY LEGAL FRAMEWORK (ELF) PROJECT

WORKSHOP
March 21, 1983
Flagami Elementary School

8:00am	I.	Hospitality
8:30am	II.	Welcome and Introductions
8:40am	III.	Law-Related Education (LRE) and the Elementary School: **Ron Cold**, Coordinator .Law Education, DCPS
8:45am	IV.	How to Begin: Selected LRE Strategies and Materials
9:30am	V.	ELF Demonstration Lesson: "The Truth Sometimes Hurts " **Brenda Young**, Educational Specialist Character/Citizenship Education, DCPS
10:30am		B R E A K
10:45am	VI.	Utilizing Community Resources
11:45am		L U N C H
1:00pm		Children's Literature and the Law: **Professor Howard Lenard**, University of Miami School of Law
2:15pm		Identifying and Using LRE Materials
3:00pm		Workshop Evaluation



ELEMENTARY LEGAL FRAMEWORK (ELF) PROJECT

Workshop Participant List
March 21, 1983
Flagami Elementary School

NAME	SCHOOL
Susan DesRoches	Miami Springs Elem. (4)
Loraine Harrison	Miami Springs Elem. (5)
Greathel Evans	Shenandoah Elem. (4)
Joan Johnson	Flagami Elem. (4)
Vera Joy	Flagami Elem. (5)
Leon Weiner	Flagami Elem. (6)
Stanley Dansky, Principal	Flagami Elem.
Leticia Lauredo, Assistant Principal	Flagami Elem.
Howard Lenard, Professor of Law	University of Miami School of Law
Paul Hanson, Social Studies Supervisor	LHEC - 350-3527
Jenny Dunning, Facilitator	TEC - 554-2277
Brenda Young, Educational Specialist Character/Citizenship Education	LHEC - 350-3527
Ron Cold, Coordinator Law Education	LHEC - 350-3392

ELEMENTARY LEGAL FRAMEWORK (ELF) PROJECT

WORKSHOP
March 28, 1983

Flagami Elementary School

8:00 a.m.	I.	Hospitality
8:30 a.m.	II.	Welcome and Introductions
8:40 a.m.	III.	Law-Related Education (LRE) and the Elementary School: **Ron Cold, Coordinator Law Education, DCPS**
8:45 a.m.	IV.	How to Begin: Selected LRE Strategies and Materials
9:45 a.m.	V.	Utilizing Community Resources
10:00 a.m.	VI.	ELF Demonstration Lesson: "Let Me In, Let Me In" **Brenda Young, Educational Specialist Character/Citizenship Education, DCPS**
10:45 a.m.		BREAK
11:00 a.m.	VII.	Correlating ELF with Youth Crime Watch: **Robin McClain, Highland Oaks Elementary School**
11:45 a.m.		LUNCH
1:00 p.m.		Children's Literature and the Law **Professor Howard Lenard, University of Miami School of Law**
2:15 p.m.		Identifying and Using LRE Materials
3:00 p.m.		Workshop Evaluation

ELEMENTARY LEGAL FRAMEWORK (ELF) PROJECT

Workshop Participant List
March 28, 1983
Flagami Elementary School

NAME	SCHOOL
Selena Thomas	Miami Springs (K)
Patty Oliver	Miami Springs (1)
Charlotte Schoettle	Miami Springs (2)
Barbara Brake	Miami Springs (3)
Margaret Sykes	Miami Springs (6)
Estela Busto	Shenandoah (2)
Greathel Evans	Shenandoah (4)
Ellen Sherman	Flagami (K)
Prudence Dunn	Flagami (1)
Elvira Trueba	Flagami (2)
Lenora Kole	Flagami (3)
Robin McClain	Highland Oaks (2, 4)
Stanley Dansky, Principal	Flagami
Leticia Lauredo, Assistant Principal	Flagami
Howard Lenard, Professor of Law	University of Miami School of Law
Paul Hanson, Social Studies Supervisor	LHEC - 350-3527
Jenny Dunning, Facilitator	TEC - 554-2277
Brenda Young, Educational Specialist Character/Citizenship Education	LHEC - 350-3527
Ron Cold, Coordinator Law Education	LHEC - 350-3392

LAW IN A FREE SOCIETY WORKSHOP

Caribbean Elementary

March 30, 1983	Grades K-3	
Barbara Killen	K	Caribbean Elementary
Argelia Monserrat	1	Caribbean Elementary
Maria Bonet	2	Caribbean Elementary
Delores Gibbs	3	Caribbean Elementary
Susan Paskow	6	Caribbean Elementary
Lola Willhelm	K	Naranja Elementary
Lila Menocal	1	Naranja Elementary
Grace Paz	2	Naranja Elementary
Ada Egusquiza	3	Naranja Elementary
Mary Reed	K	Miami Lakes Elementary
Eva Maheras	1	Miami Lakes Elementary
Bea Hassanali	2	Miami Lakes Elementary
Sondra Finegold	3	Miami Lakes Elementary
Gertrude Pope	Assistant Principal	Miami Lakes Elementary

March 31, 1983	Grades 4-6	
Ann Ross	4	Caribbean Elementary
Maryclare Morgan	5	Caribbean Elementary
Maria Landa	4	Naranja Elementary
Judith Simkin	5	Naranja Elementary
Joshua Dove	6	Naranja Elementary
Maureen Miller	4	Miami Lakes Elementary
Sally Dieguez	5	Miami Lakes Elementary
Don Hurst	6	Miami Lakes Elementary

Dr. Marcia Finch, Trainer for Law in a Free Society, Peabody Institute, Vanderbilt University

Brenda Young, Coordinator, Character/Citizenship Education
Lindsey Hopkins 350-3527

Phyllis Adams, Assistant Principal
Caribbean Elementary

Presenter: Dr. Marcia Finch

I. Introduction and Definition of Concepts

II. Use of Materials

APPENDIX D

LIST OF SCHOOLS, PARTICIPANTS, PROGRAMS

MASTER LIST OF PARTICIPANTS FOR CHARACTER/CITIZENSHIP PILOT PROGRAMS

AREA	SCHOOL/PRINCIPAL ASSISTANT PRINCIPAL	TEACHER/GRADE	PROGRAM
North Central	Miami Edison Middle/James Cash - Principal Marlene Snyder - AP	Leslie Goodner, 5 Karis MacDonnell, 6	Jack and the Beanstalk
North Central	Miami Springs/Margo Silverman - Principal Helen Frances - AP	Selena Thomas, K Patty Oliver, 1 Charlotte Schoettle, 2 Barbara Brake, 3 Susan DesRoches, 4 Loraine Harrison, 5 Margaret Sykes, 6	ELF, Elementary Legal Framework
North Central	Meadowlane/Gordon Boucher - Principal Irma Grabiel - AP	Sheila Rinaldi, K Norma Hernandez, 1 Bertha Golembeski, 2 Katie Lewis, 3 Peggy Lerro, 4 Carolina Navieras, 5	Developing Personal Values
North Central	North Hialeah/Alan Stark - Principal Maria Pernas - AP	Martha Ferro, K June Smith, 1 Dolores Hemmings, June Felder, 3 Lynn Barfield, 4	Educating for Citizenship
North Central	North Hialeah/Alan Stark - Principal Maria Pernas - AP	Rose Hildebrand, 5 Phyllis Eagen, 6	Jack and the Beanstalk

MASTER LIST OF PARTICIPANTS FOR CHARACTER/CITIZENSHIP PILOT PROGRAMS

AREA	SCHOOL/PRINCIPAL ASSISTANT PRINCIPAL	TEACHER/GRADE	PROGRAM
North Central	Olinda/Lenora Smith - Principal Neil Wallen, AP	Maris Lomas, K Beth Mungenast, 1 Beth Haxton, 2 Susie Braddy, 3 Mary Reeves, 4 Hesterine Rolle, 5 Cynthia Booker, 6	Character Education
North Central	Shadowlawn/Dr. David Felton - Principal Marjorie Santayana - AP	Conception Rodriguez, K Florence Moncur, 1 Geraldine Slattery, 2 Norma Colligan, 3 Warren Bryson, 4	Educating for Citizenship
North	Crestview/Dr. James Moye - Principal Nora Williams - AP	Cathy Hanes, K Karen Bullard, 1 Beatrice Tadelman, 2 Barbara Rasbach, 3 Vialene Monroe, 4 Mary Macgillivray, 5 Wanda Solis, 6	Developing Personal Values
North	Lake Stevens/Tom Gato - Principal Carmen Aloisio - AP	Marlynn Breitweg, K Shirley Anderson, 1 Patricia Romano, 2 Sharon Hancock, 3 George Fraser, 4 Geraldine Rolle, 5 Roxane Meriucci, 6	Developing Personal Values

MASTER LIST OF PARTICIPANTS FOR CHARACTER/CITIZENSHIP PILOT PROGRAMS

AREA	SCHOOL/PRINCIPAL ASSISTANT PRINCIPAL	TEACHER/GRADE	PROGRAM
North	Miami Lakes/Margaret Nash - Principal Gertrude Pope - AP	Mary Reed, K Eva Maheras, 1 Bea Hassanli, 2 Sondra Finegold, 3 Maureen Miller, 4 Sally Dieguez, 5 Don Hurst, 6	Law in a Free Society
North	North Glade/Herbert Day - Principal Dr. Gloria Reich - AP	Fredricke Rodriquez, 3 Maymie Baker, 4 Edna Thompkins, 5	Aware
South Central	Flagami/Stanley Dansky - Principal Leticia Lauredo - AP	Ellen Sherman, K Prudence Dunn, 1 Elvira Trueba, 2 Lenora Kole, 3 Joan Johnson, 4 Vera Joy, 5 Leon Weiner, 6	ELF, Elementary Legal Framework
South Central	Kensington Park/Dr. Linda Jollivette - Principal Maria Macia - AP	Pamela Dernis, K Marcia Giro, 1 Mercedes Yabor, 2 Gwendolyn Dunlap, 3 Cullen Felder, 4	Character Education

MASTER LIST OF PARTICIPANTS FOR CHARACTER/CITIZENSHIP PILOT PROGRAMS

AREA	SCHOOL/PRINCIPAL ASSISTANT PRINCIPAL	TEACHER/GRADE	PROGRAM
South Central	Shenandoah/Judith Richarson - Principal Iluminada Valle - AP	Georgina Careras, K. Nora Garcia, 1 Estela Busto, 2 Shari Danziger, 3 Greathel Evans, 4 Verania Febles, 5 Lucious Jackson, 6	ELF, Elementary Legal Framework
South Central	Winston Park/Florence Kay - Principal Susan Murphy - AP	Lois Putnam, 1 Ruby Butler, 2 Karin Kamin, 3 Devorah Basinger, 4	Educating for Citizenship
South Central	Winston Park/Florence Kay - Principal Susan Murphy - AP	Jacque Mednick, 5 Thomas Welsh, 6	Jack and the Beanstalk
South	Caribbean/Carmen Suarez - Principa Phyllis Adams - AP	Barbara Killen, K Argelia Monserrat, 1 Maria Bonet, 2 Floria Gibbs, 3 Ann Ross, 4 Maryclare Morgan, 5 Susan Paskow, 6	Law in a Free Society

MASTER LIST OF PARTICIPANTS FOR CHARACTER/CITIZENSHIP PILOT PROGRAMS

AREA	SCHOOL/PRINCIPAL ASSISTANT PRINCIPAL	TEACHER/GRADE	PROGRAM
South	Devon Aire/Gloria Gray - Principal Curtis Taylor - AP	Eddie Devalle, 3 Almedia Timmons, 4 Leslie Smith, 5 Diann Powers, 6	Aware
South	Kendale/Donna Lozar - Principal Eddie Redding - AP	Althea Hughes, K Elizabeth Johnson, 1 Sheila Zemmel, 2 Marilyn Barnett, 3 Marianne Macaluso, 4 Nila Withee, 5 Delores Potter, 6	Character Education
South	Naranja/Maeden Bullard - Principal Melvin Turner - AP	Lola Willhelm, K Lila Menocal, 1 Grace Paz, 2 Ada Egusquiza, 3 Maria Landa, 4 Judith Simkin, 5 Joshua Dove, 6	Law in a Free Society
South	Redondo/Dr. Amelia Rock - Principal Dr. Jean Moeler - AP	Dorothy Hammer, 3 Nanette Raska, 4 Deborah Turner, 5	Aware

APPENDIX E

PROGRAM COMPARISON CHART

PROGRAM COMPARISON CHART

	Aware	Character Education	Educating for Citizenship	ELF
Per pupil cost to individual school (does not include inservice)	$ .35	$2.42	$ .83*	$ .07
Grade levels	3-6	K-6	K-4	K-6
DCPS Balanced Curriculum for Social Studies, average number of objectives met for each grade level	9.3	13.1	8.8	8.4
Requires in-service	No	Yes	No	Yes

* Does not include reprographics

CHARACTER/CITIZENSHIP EDUCATION

Instruction in character/citizenship education began in the Dade County Public Schools during the 1978-79 school year. During that year and in 1979-80, funds for teacher training and materials were provided by the Arthur Vining Davis Foundation. Fifty-two elementary schools initiated a program titled Character Education, which is published by the American Institute for Character Education.

Subsequently, the School Board expressed strong interest in having character education incorporated into the instructional program. In 1981, the Balanced Curriculum objectives in the area of social studies were revised to reflect character education concepts. In July, 1982 the School Board authorized $90,000 for an educational specialist, staff development, and instructional materials to conduct a pilot program in character/citizenship education. The 1983-86 budgets included continued School Board support for character education.

The character/citizenship program is in compliance with The Dade County Public Schools Major Goals and Objectives, 1985-86. Goal 4 states, "Plan and implement a comprehensive program of citizenship and character education..." Character/citizenship education is also one of the preventive programs included in the Safe Schools Program.

The purpose of character/citizenship education is to develop moral and ethical frames of reference necessary for citizenship in a democratic society. Instruction in the areas of values, attitudes, and interests is called affective education. Social studies (citizenship) education includes a number of concepts from the affective domain. Examples of these concepts are:

Freedom	Individuality
Justice	Positive self-concept
Equality	Self-discipline
Honesty	Acceptance of majority rule
Objectivity	Clarification of individual values
Empathy	Commitment to individual values
Tolerance	Respect
Loyalty	Appreciation of diversity
Fairness	Authority
Responsibility	

Study of these concepts provides many opportunities for students to discuss abstract ethical issues, topics, and questions that increase in difficulty as they progress through the grades. Primary grades consider such concepts as fairness, honesty, and responsibility, while intermediate grades consider concepts of rights, responsibility, duty, tolerance, and authority. The studies also provide opportunities for students to observe individuals who act in law related situations, and opportunities for students to role-play the parts of various individuals faced with ethical dilemmas. Students are further provided with the opportunity to work with rules and to evaluate laws and behaviors, and to pay particular attention to the consequences of those laws and behaviors.

Character training and citizenship training complement each other. "Character" denotes the qualities of a person, including self-discipline; "citizenship" denotes owing allegiance to a country, being protected by it, and enjoying freedoms and privileges offered by that country. A democracy functions in harmony when citizens possess individual and social responsibility and reflect accepted ethics and values. When we deal with laws, we are dealing with values. When we deal with the application of the laws, we are dealing with morality.

The district-approved materials for implementing/strengthening character/citizenship education as an integral part of the social studies instructional program are:

AWARE - Addison Wesley Publishing Company

CHARACTER EDUCATION - American Institute For Character Education

ELEMENTARY LEGAL FRAMEWORK (ELF) - Dade County Public Schools

EDUCATING FOR CITIZENSHIP - Aspen Systems Corporation

Reactions to the programs have been positive, with teachers and administrators indicating a need for some type of character/citizenship education at the elementary school level. Currently, all of the 177 elementary schools in the county are implementing a program of character/citizenship education. Staff development, instructional materials, and assistance by an educational specialist continue to be provided to the schools.

AWARE

Authors:	Phyllis Eldo and Mark Cooper
Publisher:	Addison-Wesley Publishing Co.
Publication Date:	1977
Grade Level:	3-6
Material and Cost:	Teacher's handbook, $12.20
Subject Area:	Humanistic education, guidance

Overview

The lessons in this program consist of 72 discussion activities and 54 enrichment ideas. Students sit in a circle, and the teacher's role is that of discussion leader. The program needs a consistency of scheduling, 30 minutes twice a week. There are four goals represented in four units. The goals are:

1. to increase each child's ability to understand the thoughts and feelings of self and others.
2. to increase each child's ability to be more understanding and accepting of individual differences.
3. to improve each child's ability to solve interpersonal problems.
4. to increase each child's respect and concern for others.

Required or Suggested Time

It is suggested that the lessons be taught for a 30-minute period twice a week. If this requirement is met, a teacher will be able to use the lessons in the manual for the entire school year.

Intended User Characteristics

The Aware program is designed to be used in grades 3-6. The same manual is used for each grade level. There is no reading required so that the material is suitable for students of varying abilities, as well as those for whom English is the second language. The program encourages all students to participate in discussions.

Rationale and General Objectives

Aware is what the title implies: making students aware not only of their own thoughts and feelings, but aware of the thoughts and feelings of others, and especially aware of options available for solving problems in a mutually beneficial manner. Emphasis is placed on ethical choices and value formation.

Content

The content was designed to increase a student's ability not only to understand his own thoughts and feelings but those of others, as well as to increase his understanding and acceptance of individual differences. Students should gain from the content the ability to solve interpersonal problems as well as an increased respect and concern for others.

Teaching Procedures

The teacher's role is that of discussion leader. Discussion questions are listed in the manual along with one picture per lesson which can be shown to the class as a part of the lesson. Directions in the manual are explicit; there are no student materials.

Evaluative Comments and Suggestions

The lessons in Aware are intended to involve all students in active discussions. The program can be easily implemented in grades 3-6. Pupils gain a more positive attitude about themselves, as well as a better understanding of others.

CHARACTER EDUCATION

Developer:	Young Jay Mulkey
Publisher:	American Institute for Character Education
Publication Date:	1974-1981
Grade Level:	K-6
Material and Cost:	Teacher's handbook, discussion guidebook, posters, student activity sheets, evaluation sheets, $79.00 - $99.00 per kit, cost for seven kits for K-6, $573.00
Subject Area:	Humanistic education

Overview

Character Education lessons include discussion topics and student activities dealing with values morals, and responsibilities. Students practice decision-making and problem-solving skills when dealing with topics such as honesty, truth, courage and conviction, justice and tolerance, freedom of choice, and equal opportunity. In addition to student and teacher material, The American Institute for Character Education offers a teacher-training program.

Required or Suggested Time

There are anywhere from 75 to 100 individual lessons, depending upon the grade level. This program was designed to be used throughout the year and to be integrated into the social studies and/or language arts areas. Lessons within a unit should be taught in sequential order; however, unit order may be selected out of sequence to meet objectives as the teacher wishes to fit units into a total class program. Suggested resources can be used to expand the program.

Intended User Characteristics

This set of materials can be used effectively by students of varying abilities in grades K-6. There is very little reading required so that all students can participate. A teacher-training program is provided; however, complete teaching instructions are provided so that the materials are easy to use. All materials in the kindergarten kit are presented in both English and Spanish. For grades 1-3 only the stories, but no other materials, are available in Spanish.

Rationale and General Objectives

The American Institute for Character Education is a nonprofit educational institution dedicated to one basic objective: "to help teachers influence children and youth to understand themselves and to determine their own attitudes, goals, and habits of life." AICE follows the long-establishd American tradition that character education must be a primary educational objective. Emphasis is placed on ethical reasoning and value formation. Students practice discussing and arriving at individual ethical choices, with emphasis on both individual and social responsibility.

Content

The kindergarten kit offers the following:

1. A carefully organized developmental sequence of activities
2. Wise use of questions to aid children in discussions and analysis
3. Visual aids geared to children
4. Language appropriate for small children
5. Specific evaluation suggestions
6. Development of picture reading and storytelling skills
7. Exchange of ideas through group discussions
8. Development of positive self-images
9. Language development emphasizing speaking skills and vocabulary building

All materials in the kindergarten kit are presented in both English and Spanish. The concepts of honesty, generosity, kindness, helpfulness and fairness are developed in each of the six books on animal stories and in the accompanying filmstrips. There are story wheels (sets of pictures), six flip books, and songs to accompany the discussion lessons.

Kits for levels A-F (grades 1-6) contain the following:

1. A teacher's guide for sequential, objective-based lessons presented in step-by-step format.
2. Posters - These are 17" x 22" colorful visuals to complement and reinforce lessons in the teacher's guide. The illustrations also provide stimulus for a multitude of "spin off" activities, such as role-playing, creative writing, arts and crafts projects, brainstorming and picture study.
3. Activity sheets - A variety of illustrations and forms are provided to be used hand-in-hand with the teacher's guide.

4. Evaluation Instruments - Sets of testing items are available for the teachers to use in administering objective-based evaluation for each unit in the curriculum.

5. Teacher's Handbook - The handbook has suggestions for implementing the curriculum.

Teaching Procedures

Teaching procedures are listed in precise steps. Discussion is a necessary element of this program. Other teaching strategies used are role-playing, writing, arts and crafts projects, brainstorming and picture study.

Evaluation Comments and Suggestions

These materials, available in the form of kits, have been field tested. They are attractive in form and content. Character Education can be easily implemented in grades K-6. The lessons serve to undergird the learning experiences of the child. Moreover, this actually gives the teacher more useable time in the classroom as discipline problems hopefully decrease and pupils develop more positive attitudes toward the classroom situation and more confidence in themselves.

EDUCATING FOR CITIZENSHIP

Developers:	Constitutional Rights Foundation, Law Related Education Program for the Schools for Maryland and National and Street Law Institute
Publisher:	Aspen Systems Corp.
Publication Date:	1982
Grade Level:	K-4
Material and Cost:	5 teacher's guides, paperbound, 124 to 174 pp, $19.95 each
Subject Area:	Citizenship education, legal education

Overview

Educating for Citizenship is designed to offer structured experiences that prepare primary-age students to exercise the rights and responsibilities of citizenship and to make responsible choices. The materials can fit within the existing elementary curricula in social studies and language arts. Each of the teacher's guides includes structured experiences and student worksheets focusing on three aspects of citizenship: responsibility, choices, and governance.

Required or Suggested Time

Although the activities in the program have been sequenced, they can be used in different order and adapted to meet classroom objectives. Each of the five teacher's guides contains three units comprised of from five to seven learning experiences. Time suggested for these learning experiences ranges from one to ten class sessions. Suggested resources can be used to expand the program. Teacher consideration should be given to the student interest level and background knowledge of the students in making decisions regarding the time needed to devote to the activities.

Intended User Characteristics

Educating for Citizenship is designed to be used with students in grades K-4. The reading level is on grade level so that a second grade program would be on second grade reading level. However, some material may need adjustment if the teacher decides to present an activity at the beginning of the school year that was developed for the end of the school year. Teachers need no special training to be successful with this program, as very explicit teaching instructions are provided.

Rationale and General Objectives

The developers of these materials believe that preparing students for the rights and responsibilities of citizenship has historically been a foremost concern of schools. Primary-level students can deal with the three aspects of citizenship--responsibility, choices, and governance.

Examples of citizenship competencies include developing a personal sense of helping, cooperating, and participating; actively listening to what another person thinks, feels, and intends; recognizing that there are other points of view; and beginning to understand the need for rules and laws and the democratic process of making and changing rules and laws in the group life of the classroom.

Content

At each grade level the program has three units, focusing on responsibility, choices, and governance. For example, the unit in grade one on responsibility focuses on individual and group responsibility within the school neighborhood. The importance of cooperation and caring in group activities is stressed. The unit in grade two on choices covers these themes: "People have needs and feelings in the neighborhood and community," and "People need to know ways of working out conflict in the neighborhood and community." The unit in grade four on governance examines the mechanisms that each state uses to fulfill its role in meeting needs and solving problems. The purpose and effects of laws and how people and interest groups help make these laws are among the topics covered.

Teaching Procedures

A wide range of teaching strategies is included in this action-oriented curriculum. Among them are communication activities (listening, writing, speaking, reporting), group activities (planning, fact-finding, interviewing), storytelling, role-playing, brainstorming, mapping and graphing, art projects, puppet shows, and dramatizations. The procedure for each classroom experience is explained in detail and master copies are provided so that worksheets may be duplicated.

Evaluative Comments and Suggestions

These flexible curriculum materials can be easily implemented in primary classrooms. They have been field tested in Maryland classrooms and then revised in order to make them as useable as possible.[1]

---

[1]Data Book of Social Studies Materials and Resources, Vol. 8, Social Science Education Consortium, Inc., ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colorado, 1983, pp. 29-32.

ELEMENTARY LEGAL FRAMEWORK (ELF)

Developers:	Dr. Elaine Liftin and Mr. Ronald F. Cold
Publisher:	Dade County Public Schools
Publication Date:	1981
Grade Level:	K-6
Material and Cost:	Teacher's manual, no cost to Dade County teachers, $2.00 outside of Dade County
Subject Area:	Law-related education, citizenship education

Overview

The Elementary Legal Framework (ELF) Project is a comprehensive law-related education project designed to foster student understanding about basic concepts in the law. It is funded through a Florida Department of Education minigrant for law education. Fifteen lessons at each grade level focus upon these basic legal concepts:

1. Understand the need for rules and authority.
2. Understand the rights and responsibilities of people as they conduct their daily lives in interaction with others.
3. Understand the individual's responsibility to promote safety and prevent crime.
4. Understand the function of individuals who make, administer, and enforce the law.
5. Understand the process through which conflict may be resolved.

Teachers learn to use media, periodicals, law-related strategies and community resources in inservice workshops.

Required or Suggested Time

The prescribed unit activities are cross-referenced with basic skill objectives for social studies as well as other disciplines. Therefore, ELF lessons can be easily integrated, and the content area of law can be used to complement and reinforce students' attainment of basic skills. There are 15 lessons per grade level—three lessons for each of the five main concepts. Each lesson can be completed in one or two class sessions. Some preplanning time is required on the part of the teacher for arranging with community resource persons.

Intended User Characteristics

The ELF program can be used efficiently by students of varying abilities in grades K-6. Teacher workshops are available to further expand awareness of the need for incorporating legal instruction into the social studies curriculum and to further develop instructional skills using ELF materials to implement this law education program.

Rationale and General Objectives

ELF is designed to foster student understandings about basic concepts in the law, and to enable students to function more effectively as responsible members in our democratic society.

Content

At each grade level the ELF manual provides three lessons for each of the following concepts:

1. The need for rules and authority
2. Rights and their corresponding responsibilities: due process
3. Safety awareness: crime prevention
4. Career awareness: law-related careers
5. Conflict resolution: process for change

Lessons include activities such as brainstorming, discussions, problem-solving using role-playing and debating, writing, and some games at the lower grade levels.

Teaching Procedures

In each lesson plan, there is a motivating activity, the lesson description, and a follow-up activity. The teacher guides students in solving problems, discussions, role-playing, and debating, and directs mock trials and other similar activities.

Evaluative Comments and Suggestions

ELF lessons are worthwhile and can be implemented in grades K-6. ELF lessons facilitate the acquisition of law-related information for students in these grades.